(*January to March, 1930,*
May to July, 1930, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(*Address :* THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "*I am, I can, I ought, I will.*"

(He shall) "*pray for the children to prosper in good life and good literature.*"—(DEAN COLET.)

FORMS VI. & V.

PUPILS' NAMES...

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Scripture.

VI. & V. *The One Volume Bible Commentary*, by J. R. Dummelow (Macmillan, 10/-), (*a*) Introduction, pp. xli.-xlii., and xcix.-cxii.; (*b*) *Amos*,* pp. 562-569, and (*c*), *Hosea*,* pp. 544-556, with historical references to II. Kings ; (*d*), *Colossians*,* pp. 979-984. *The Life of Christ in the Four Gospels*, arranged by Rev. A. E. Hillard, D.D. (Rivingtons, 3/-), pp. 71-134. *The Saviour of the World*, Vol. I. (P.N.E.U. Office, 3/-), pp. 55-104, with Bible text (see Index) and notes from "Dummelow." *Palestine in Picture*, by Canon Raven (Heffer, 10/6), may be used.

For Sunday reading (optional) :

VI. & V. *Alexander Duff*, by William Paton (S.C.M., 5/-). For Lenten reading, *The Riddle of Life*, by Bishop Talbot (Longmans, 2/6).

VI. Stanley's *The Eastern Church* (Dent, 2/-), pp. 197-253. *A Short History of our Religion*, by D. C. Somervell (Bell, 5/-), pp. 212-264. *The Testament of Beauty*, by Robert Bridges (Oxford Press, 7/6), pp. 1-80.

V. Stanley's *Sinai and Palestine* (Murray, 4/-), pp. 62-124. *Christian Beliefs and Modern Questions*, by Canon Quick (S.C.M., 2/6). Bishop Masterman's *Sunday Epistles* (S.P.C.K., 3/6).

† The 116th term of work set since the Parents' Union School began.

Composition.

VI. & V.* (See Abbott & Seeley, Part II.) A good *précis*. Essays on subjects suggested by the term's work in Literature, History, Science, or, on topics of the day. Occasionally, write verses, *these must scan* (see Abbott & Seeley, Part III.). The daily "reports" also come under this heading. *Third Leaders from the Times* (Arnold, 2/6) will be found useful.

English Language.

Both Forms, parse and analyse every week.

VI. & V.* *English Lessons for English People*, by E. A. Abbott & J. R. Seeley (Seeley, 5/-). (VI.), pp. 217-253, (V.), pp. 125-159, with questions set.

VI. *The Art of Reading*, by Sir A. Quiller-Couch (Cambridge Press, 5/-), pp. 107-216.

V.* Trench's *On the Study of Words* (Kegan Paul, 3/6), Lecture VI., "On the Distinction of Words."

Literature (Books set should be used also for holiday and evening reading).

VI. & V. (*a*) Euripides' *The Children of Hercules* (Vol. II.. Dent, 2/-).

VI. (*b*) *Marius the Epicurean*, by Walter Pater (Macmillan, 3/6). (*c*) Matthew Arnold's *Poems* (Dent, 2/-), (*e.g.*, pp. 19, 32, 33, 130, 145-224, 228-246). (*d*) *Anglo-Saxon Poetry* (Dent, 2/-). (*e*) Washington Irving's *Life of Mahomet* (Dent, 2/-). (*f*) Boethius' *Consolations of Philosophy* (Dent, Temple Classics, 2/-). (*g*) *Classical Studies*, by J. W. Mackail (Murray, 7/6), Nos. 3, 4, 10, 11 and 12. (*h*) For reference : *A History of English Literature*, by E. Legouis, Vol. I. (Dent, 10/6), pp. 1-34. (*i*) *Come Hither*, by Walter De la Mare (Revised Edition, Constable, 10/6). (*j*) *Oxford Book of English Verse* (Oxford Press, 8/6).

V.* (*b*) Shakespeare's *Coriolanus*, edited by A. W. Verity, M.A. (Cambridge Press, 2/6). (*c*) *The Cloister and the Hearth*, by Charles Reade (Nelson, 1/6). (*d*) More's *Utopia* (Blackie, 10d.). (*e*) Prescott's *Conquest of Mexico* (Blackie, 10d.). (*f*) Washington Irving's *The Alhambra* (Macmillan, 6/-). (*g*) George Eliot's *Romola* (Nelson, 1/6). (*h*) *Anthology of Modern Verse* (Methuen, 2/6). (*i*) *The Book of English Poetry* (Jack, 7/6), contemporary poets (1485-1558), Wyatt, Raleigh, Spenser, Lyly, Sidney). For reference only, *English Literature*, by A. J. Wyatt (University Tutorial Press, 3/-).

Keep a Commonplace Book for passages that strike you particularly ; learn a hundred lines of poetry ; be able to give some account of what you have read in each book, with sketches of the chief characters.

English History.

VI. Green's *Short History of the English People*, Vol. I. (Dent, 2/-), pp. 1-41 (A.D. 607-827). Bede's *Ecclesiastical History* (Dent, 2/-), Book I., chapters 7, 10, 12, 23 and 24, Book II., 9-14, Book III., 3-6, Book IV., 3, 13, 23, 24, 27.

V.* Green's *Short History of the English People*, Vol. I. (Dent, 2/-), pp. 284-348 (1485-1558).

General History.

VI. *The Legacy of the Ancient World*, by W. G. De Burgh (Macdonald & Evans, 15/-), pp. 1-76. *Medieval and Modern Times*, by J. H. Robinson (Ginn, 10/6), pp. 1-74.

V. *Ancient Times*, pp. 378-443 (431 B.C.-323 B.C.). *Medieval and Modern Times*,* (1485-1558), contemporary history only from pp. 264-344 (1927 edition).

VI. & V. Continue a Book of Centuries (P.N.E.U. Office, 1/9 ; leaflet by Miss Bernau, P.N.E.U. Office, 6d.), putting in illustrations from all the history studied during the term (Bible, English, General). Visit museums. Make summaries of dates and events. Use maps. Make charts. Smith's *Classical Dictionary* (Dent, 2/6). A Classical *Atlas* (Dent, 2/6).

Every-Day Morals and Economics.

VI. Plato's *Trial and Death of Socrates : Crito* (Macmillan, 3/6). *The State and the Nation*, by Edward Jenks (Dent, 4/6), pp. 119-217, *or, The Ordeal of this Generation*, by Professor Gilbert Murray (Allen, 4/6), pp. 1-97.

V. *Ourselves*, Book II. (P.N.E.U. Office, 3/6), pp. 33-67. *The Rights and Duties of a Citizen*, by H. E. Malden (Methuen, 2/6), chapters 1-7.

Geography.

VI. Seeley's *Expansion of England* (Macmillan, 3/6), Course I., Lectures 1 and 2. *A Shorter Physical Geography*, by E. de Martonne (Christophers, 7/6), pp. 225-325.

V. *The English Speaking Nations*, by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 173-220, with *Ambleside Geography Book V.* (Kegan Paul, 5/-), pp. 109-161 : Africa. *Frequented Ways*, by M. J. Newbigin (Constable, 15/-), pp. 223-264. Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 348-415. Mort's *An Elementary Practical Geography* (Blackie, 2/6), pp. 9-25. Philips' *Pocket Surveyor* (Philip & Son, 2/6), will be found useful.

VI. & V. *The World-Wide Atlas* (Johnston, Edinburgh, 15/-). Know from atlas (gazetteer) something about foreign regions coming most into note in the newspapers, and in connection with history, etc., studied. Summarise readings by memory maps on blackboard. Some account of the Physiography of your neighbourhood, with diagrams.

General Science.

VI. *Modern Conceptions of Electricity*, by C. R. Gibson (Seeley, 12/6), pp. 17-98, *or, Scientific Ideas of To-day*, with V. *The Nature of the Physical World*, by Prof. A. S. Eddington (Cambridge Press, 12/6), pp. 111-229.

V. *Scientific Ideas of To-day*, by C. R. Gibson (Seeley, 6/-), pp. 258-293. Geikie's *Geology* (revised 1915, Macmillan, 7/6), pp. 322-364. Some account of the geology of your neighbourhood, showing sections. *The Ordnance Survey Geological Map of the British Isles* (Stanford, 2/-). *Geological Map of Europe* (Oxford Press, 2/6). [C.S.C. 2nd year's work only. V.* *Elements of Natural Science*, Part I., by W. B. Smith (Arnold, 5/-), pp. 1-51, instead of Geology.]

Biology, Botany, etc.

VI. *The Study of Animal Life*, by J. Arthur Thomson (Murray, 6/-), pp. 47-99. *The Romance of the Human Body*, by R. C. Macfie (Gardner, Darton, 5/-), pp. 45-91.

V. *Botany*,* by D. Thoday (Cambridge Press, 7/6), pp. 239-277, and 88-111. [2nd Year C.S.C. only : *Applied Botany*, by J. S. M. Ellis (Hodder & Stoughton, 4/6). pp. 1-77. For suggestions for out-door work: Dr. Caver's *Botany** (University Press, 8/6) will be found useful, see questions following chapters xii. and xxv. (buds, trees and shrubs).

Specimens must be found, if possible, for all botanical work, and experiments must be made. Keep a *Nature Note-Book* with flower and bird lists (P.N.E.U. Office, 2/3).

Astronomy.

VI. *The Universe Around Us*, by Sir James Jeans (Cambridge Press, 12/6), pp. 1-119, *or*, work with V.

V. *The Story of the Heavens*, by Sir R. S. Ball (Cassell, 15/-), pp. 254-314 (last half of chapter 12, and chapters 13 and 14).

Follow newspaper reports on astronomical subjects. Make charts of the changes in position of the constellations visible. *Stars at a Glance* (Philip, 1/6).

French.

VI. & V.* *L'Enseignement Littéraire du Français*, by J. Molmy, Vol. II. (Hachette, 3/-), lessons 61-69. Take a French paper (list can be obtained from Hachette). *Maroussia*, by P. J. Stahl (Hachette, 1/6).

VI. *La Fleur Merveilleuse*, by M. Zanacoïs (Longmans, 2/6). *The Oxford Book of French Verse* (Oxford Press, 8/6).

V.* *A Book of French Verse* (Oxford Press, 4/-), learn two poems.

Latin.

VI. Allen's *Latin Grammar* (Clarendon Press, 3/-), pp. 16-67; 122-127 ; 136-142. *Limen*, Part II. (Murray, 2/6), pp. 280-292 ; 208-242. *A Book of Latin Poetry* (Methuen, 2/-). Cicero's *De Senectute* (Macmillan, 2/-), pp. 1-17.

V.* *Limen* (Murray, 2/6), pp. 95-134, *or*, (second year), pp. 208-236. Virgil, *Æneid VII.* (Macmillan, 2/-), lines 274-539. *Dies Romani*, by W. F. Witton (Arnold, 2/-), may be used for practice in translation.

German.

VI. & V. *A Public School German Primer* (Macmillan, 4/-). VI.: revise pp. 131-157. V.: pp. 38-50 inclusive. Learn poems from *Deutsche Lyrik* (Macmillan, 3/6).

VI. *The Nibelungenlied*, Parts I. and II. (Blackie, 9d. each); Freytag's *Soll und Haben* (Harrap, 2/6).

V. Hoffmann's *Der Kampf der Sänger* (Blackie, 9d.).

Italian (in preference to German).

VI. & V. *Italian Lessons and Readings*, by C. U. Clark (Harrap, 5/-): (VI.) read from Part II., using Part I. and Appendices for studies in Grammar, (V.) lessons 24-28, inclusive. *Italian Irregular Verbs* (Hachette, 1/-). *The Hundred Best Italian Poems* (Gowans & Gray, 1/-).

VI. Read six cantos from Dante's *Il Purgatorio* (Dent, 2/-). *I Miei Ricordi*, by Massimo D' Azeglio (order direct from Truslove and Hansom, 1/8), pp. 13-56.

V. *All' Aria Aperta*, by Renate Fucini (order direct from Truslove & Hansom, 1/8), pp. 5-59.

Arithmetic.

VI. & V.* Dr. Ballard's *Fundamental Arithmetic*, Book VI. (London University Press, 1/1), pp. 22-43 ; also Teacher's Book VI. (2/3) is essential ; *or* (second year) Book VII. (1/4), pp. 1-30 ; 91-93 (Tests A & B); and 98-103 (Problems A to F), with Teacher's Book VII. (2/6),

or, Continue in Pendlebury's *New School Arithmetic*, Part II. (Bell, 3/6), chapters 27, 28, 40, 47 and 49, *or*, (second year), chapters 35, 37 and 51.

Geometry and Trigonometry.

VI. & V.* *A Shorter School Geometry*, by H. Hall and F. Stevens (Macmillan, 4/6), pp. 204, 205, 210, 211, 213-217, *or* (2nd year), pp. 254-260, and revise section III. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 2/-). [2nd year C.S.C. *Numerical Trigonometry*, Part I., by A. W. Siddons and R. T. Hughes (Cambridge Press, 1/9), chapter I.]

Algebra.

VI. & V.* *A School Algebra*, by H. Hall, Parts I. and II. (Macmillan, 4/6), pp. 178-179, 183-185, 191-193, 195-199, 201-206, *or*, (second year), 255-260, 264-277, 280-287.

Art Studies.

VI. *The Painters of Florence*, by Julia Cartwright (Murray, 6/-), chapters xx.-xxiii., inclusive. *A Short Critical History of Architecture*, by H. Heathcote Statham, Vol. II. (Batsford, 6/-), chapters IV. and V.

V. *Schools of Painting*, by M. Innes (Methuen, 6/6), chapters I.-VII. *The Story of Architecture*, by P. L. Waterhouse (Batsford, 6/-), pp. 1-58. For reference: *Styles of Architecture*, by A. Stratton (Batsford, 1/6).

VI. & V. Six reproductions of works by Fillipino Lippi* (P.N.E.U. Office, 2/- the set), see January *P.R.*

Reading.

The Speaking Voice, by Emil Behnke (Curwen & Son, 7/6), pp. 207-222, with practice of previous exercises. *The Art of Reading and Speaking*, by Canon Fleming (Arnold, 3/6).

Musical Appreciation.

VI. & V. The work of Beethoven: see article and *Our Work* in January *P.R.* *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6). For reference, Parry's *Studies of Great Composers*, *or*, *Beethoven*, by Romain Rolland (Kegan Paul, 4/6). *The Enjoyment of Music*, by A. W. Pollitt (Methuen, 5/-).

Music.

VI. & V.* (a) *Studies of Great Composers*, by Sir C. H. Parry (Routledge, 6/-): Beethoven. (b) *An Introduction to Enjoyment of Music*, by H. E. Piggott (Dent, 3/6). (c) Pollitt's *The Harmony and Counterpoint*. (d) *Foundations of Practical Music*, by R. O. Morris (Macmillan, 7/6), four chapters each term; see preface. (e) For revision, *Elements of Music*, by F. Davenport (Longmans, 1/6). (f) *Beethoven's *Violin and Piano Sonata in D*, Opus 12, No. 1, Universal Ed., No. 4700 (Curwen, 9d.).

Singing.

Two French songs; two Italian songs or two German songs. Two National or Folk Songs,* direct from Novello & Co. (2d. each), *or*, from *The Oxford Song Book*, Vol. II. (Oxford Press, 7/6).

Drill, etc.

A Manual of Free-Standing Movements, by H. D. Hassum (Hachette, 1/8). *Syllabus of Physical Training for Schools*, 1927, Supplement No. 12 (H.M. Stationery Office, 4d.). Ex-students take House of Education Drills. Six Country Dances: *The English Country Dance*, Graded Series, Vols. VI.-VIII. (Novello, 3/- each); music and instructions for six dances in each volume. Hockey; Lacrosse.

Work: Arts and Crafts.

Drawing, Design and Craftwork,* by F. J. Glass (Batsford, 12/-): object drawing (Glass, pp. 9-23, 84-88), memory drawing (pp. 23 to 25). *The Basis of Design*, by Walter Crane (Bell, 10/-), pp. 1-90. *Bookbinding for Schools*, by J. S. Hewitt-Bates (Dryad, 6/-). Studies of animals: *Animal Drawing and Anatomy* by Edwin Noble (Batsford, 10/6). Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

Valuable suggestions will be found for the teaching of all Handicrafts and Drawing in the following: *Applied Art*, by Pedro J. Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

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Do some definite house and garden work. *Practical Housecraft*: (1) *Housewifery*, (2) *Laundry*, (3) *Cooking* (Longmans, 6d. each). *Art in Needlework*, by Lewis F. Day and M. Buckle (Batsford, 7/6). Darn and mend each week. Make or knit a garment and send to a miner's child. (An address can be had from Ambleside.) *Woolcraft*, Book 9 (Patons & Baldwin, 6d.), may be used.

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The Cambridge University School Certificate Examination may be taken on the work set in the P.U.S. Programme for Form V. For particulars write to the Director, Parents' Union School, Ambleside, and see subjects marked.*

Teachers who are sending in candidates for the Cambridge Certificate Examination are asked to communicate with the Director as some modifications in the work are sometimes necessary.

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N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies. **Form VI. work should not be attempted unless the full two years' work has been done in Form V.**

N.B. 2.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.)

N.B 3.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G)   Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. *One* copy of the other books is sufficient.   The books from "Drawing" onwards are advisable but optional.   The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 5—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B 6—*The current Programmes are for Members of the School only and must not be lent.*   Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—All books, P U S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. See special list.   Blazers are also obtainable.

N.B 8.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland.   Members are asked to send the School Fee direct to Ambleside.   The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form ; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

Address: The Director, Parents' Union School, Ambleside.)

Motto: "*I am, I can, I ought, I will.*"

FORMS VI. & V.

Pupils' Names ....

Scripture.

VI. 1. "The prophecies of Amos and Hosea represent the dawn of a new epoch in the spiritual history of Israel." Explain and illustrate.

V. 1. (*a*), Write upon Hosea, the man and his message, (*b*), the visions of Amos and their significance.

VI. & V. 2. "Hold fast the treasure of which the false teacher would rob you." To what heresy does St. Paul refer, and by what arguments does he refute it? Give a paraphrase of the context to the above quotation.

3. Comment upon "In all points He was tempted like as we." What have you to say of "the wilderness of disappointment"?

Composition (This subject is also considered under Literature).

VI. & V. 1. Some verses, which must scan, upon one of the following,—(*a*), spring sunshine, (*b*), a starlight night, (*c*), a tree in spring.

2. *A Times Leader* upon one of the following,—the Naval Conference, (*b*), the League of Nations, or, English Ways *v.* French Ideas, (*c*), some recent impressions of Africa as from the note-book of Julian Huxley.

English Grammar.

VI. & V. 1. Analyse, parsing the words in italics,—

"*Others* abide our question. Thou art free.
We ask and ask. Thou smilest and art still,
Out-topping knowledge. For the loftiest hill
That to the stars uncrowns his majesty,
Planting his steadfast footsteps in the sea.
Making the Heaven of Heavens his dwelling-place,
Spares but the cloudy border of his base
To the *foil'd searching* of mortality."

VI. 2. "The master of style is shown rather by what he omits than by what he says." Discuss this with regard to (a), oratory, (b), didactic composition.

3. "Humanism . . . . should be no decorative appendage . . . but a quality . . . which should . . condition all teaching from a child's first lesson in reading." Discuss and illustrate.

V. 2. Discuss the appropriate uses of prose and verse, with reference to Shakespeare's *Coriolanus*.

3. Distinguish, by the right use in sentences, between,— *convince* and *convict*, *freedom* and *liberty*, *revenge* and *vengeance*, *foresight* and *providence*, *soften* and *mollify*, *worldly* and *mundane*, *ingenious* and *ingenuous*.

Literature. (Only three questions should be answered.)

VI. & V. 1. It is said that from *The Children of Herakles* we may get the best idea of what patriotism meant to Euripides. (VI.) Discuss this with special reference to Iolaus and the King of Athens. (V.) Detail one scene to illustrate this statement.

VI. 2. A study of Marcus Aurelius as seen by Marius the Epicurean.

3. Impressions, with quotations, gathered from (a), *Alaric at Rome*, or, (b), *Sohrab and Rustum*.

4. "*Beowulf* reflects the tradition and spirit of the age of National Migrations." What may we learn from it as to the conditions of life in that age?

5. A short essay on Anglo-Saxon poetry, showing its varied forms.

6. Philosophy appears to Boethius and discusses "the highest good."

V. 2. Compare and contrast the characters of Volumnia and Coriolanus as portrayed by Shakespeare, quoting lines where you can.

3. Show that *The Cloister and the Hearth* is a study of medieval manners in (a), the Netherlands, (b), France, (c), Germany.

4. Describe, from *Utopia*, six conditions of a commonwealth which you think applicable to our own country.

5. Describe, as from *Romola*, (a), the open-air market in Florence; (b), a scene in Bardo's library.

6. Describe the palace of the Alhambra. Drawings if possible.

English History.

VI. 1. Give and explain a rough sketch map of the Migration of the Germans in the Fifth Century. What may be conjectured as to the political and social organisation of the earliest Englishmen?

2. Sketch briefly the history of the Northumbrian Kingdom. Dates.

V. 1. Compare the progress of the New Learning in the reigns of Henry VII. and Henry VIII. Discuss the work of the three principal leaders of the movement in England.

2. Sketch the progress of the Reformation in England under Wolsey and Cromwell.

General History.

VI. 1. Compare and contrast the early civilisation of (a), Egypt, and (b), Babylonia and Assyria.

2. An essay on "The Rise of the Papacy."

3. Sketch briefly the career of Mohammed and his far reaching influence.

V. 1. Trace the course of the Third Peloponnesian War and the destruction of the Athenian Empire. Plan and dates.

2. In spite of political collapse the Greek genius remained supreme. Discuss and illustrate.

3. "Italy became the background of the European Powers at the end of the Fifteenth Century. Illustrate from the course of events. Dates.

Every-Day Morals and Economics.

VI. 1. Give the substance of the "Address of the Laws to Socrates." What arguments of Crito did they confute?

2. Distinguish between "custom" and "legislation." Illustrate the latter by a recent debate in Parliament.

or, 2. "The international system of the Nineteenth Century had proved itself to be unworthy . . and there arose a general demand " (after the war) " that it should be changed." Discuss this statement, and show how the League of Nations has tried to meet the demand.

V. 1. " Prudent citizens are the wealth of the State." Show in what ways prudence must be exercised. Illustrate from your reading this term.

2. "The government has come to be conducted by the Crown in Parliament." Give the chief steps by which this was accomplished. Dates.

Geography.

VI. 1. It was said, years ago, that "we seem, as it were, to have conquered and peopled half the world in a fit of absence of mind." Discuss this, and show the dangers at the present time of failing to realise the needs of the British Empire.

2. Write on the conditions modifying the distribution of land animals.

V. 1. Draw a sketch map of Africa, showing the political divisions, and give some account of the development of East Africa.

2. Show that "the causes which give the region (of Monaco) its splendid climate almost necessarily deprive the more favoured spots of much economic value."

3. Write notes on three of the following terms,—(a), sidereal day, (b), the plane of the ecliptic, (c), vernal equinox, (d), the earth at perihelion, (e), surface velocity (of the earth).

4. What is the latitude of your home? Describe, with diagrams, how you found it (a), by day, (b), by night.

General Science.

VI. 1. Write upon "the electrical structure of matter."

2. Compare and contrast as far as you can the picture of gravitation and its law as seen by (a), Newton, (b), Einstein.

V. 1. Trace the steps leading up to the discovery of radium, and give some account of its properties.

2. Give an account of the fauna of the Jurassic period, and state where the fossils may chiefly be found. Diagrams.

or, (2nd year.) 2. State Boyle's Law, and describe an experiment in illustration of it.

Biology and Botany.

VI. 1. An essay on "Shifts for a living" in the struggle for existence in the animal world.

2. Write on "bones and their structure."

V. 1. Write notes on (a), the mineral food of plants, (b), the fertilising influence of leguminous plants.

2. Compare the processes of germination in the (a), gourd, (b), date, (c), pine, (d), maize. Diagrams.

or, 2. (2nd year.) Give some account of the soils of the British Isles and their vegetation.

Astronomy.

VI. 1. Characterise the three classes of nebulæ, and describe one you have seen. Diagram.

2. Write on the work of "exploring the atom."

V. 1. Write upon the constitution of Saturn's rings. Diagram.

2. Write an essay illustrating the power of observation in connection with (a), the discovery of Uranus, (b), the new Planet.

French. (All answers in French.)

VI. & V. 1. Describe an adventure concerning "Maroussia" et "le Zaparogue."

VI. 2. A résumé of *La Fleur Merveilleuse*.

V. 2. Describe in French, "La Grotte de Calypso."

VI. & V. 3. Write notes upon the uses of,—*dont, quiconque, personne, en, y*, giving examples in sentences.

Latin.

VI. & V. (Second Year.)

1. Write the third person singular of the six tenses of the indicative active and four tenses of the subjunctive active of,—*fero, edo, eo*.

2. Translate : (1) He does not say whether he sees the city or not. (2) They would like us to come to-morrow. (3) They sent ambassadors to Rome about making a peace.

V. (First Year.)

1. Write the four principal parts and meaning of,—*emo, capio, video, vinco, veto*.

2. Translate : (1) They perceived that the high mountains shut out the light of the sun. (2) Having defeated the enemy they asked for hostages. (3) They sold as slaves the captives that Cæsar had brought to Rome.

VI. 3. De Senectute (a), Translate ch. VIII., § 26, line 7 (Sed videtis . . . elaboravi). (b), Read the Latin of (a) again, then write a narration in Latin.

V. 3. Æneid VII. (a), Translate lines 376-388 (Tum vero . . . moretur). (b), Parse "volubile" and "adorsa."

German.

VI. & V. 1. Translate into German, (VI.), *An Anthology of Modern Verse*, page 50, *Leisure*; (V.), Siepmann, page 251 : Reproduction.

VI. 2. Write a résumé of *Der Streit die Königinnen* (Niebelungenleid).

3. "Anton Wohlfort goes to business." Write his impressions.

V. 2. Describe, in German, *Die Meistersänger auf der Wartburg*.

3. Work exercise page 249, Nos. 1-7.

or Italian.

VI. & V. 1. Translate into English and retranslate into Italian, *Mattino Umbro*, page 139 (Clark).

2. Translate into Italian, Exercise B 1 (page 145), 6-12.

3. Write, in Italian, (V.), a narration of *Temperamenti Sani*; (VI.), *Il biglietto d' allogio*,

Arithmetic

(First Year.)

1. How much should be invested at $3\frac{1}{2}\%$ stock at 84 to ensure an annual income of £136 ?
2. On what sum will the Simple Interest at $3\frac{3}{4}\%$ amount in $2\frac{1}{4}$ years to £75 ?
3. A room is 21 feet long, 20 feet broad and 15 feet high. Find the cost of painting the walls at $2\frac{1}{2}$d. per square foot.

(Second Year.)

1. Simplify (to 2 decimal places): $\dfrac{25 \cdot 32 \times \cdot 243}{35 \cdot 7}$
2. Simplify : $\dfrac{2\frac{3}{4} - \frac{5}{6} \text{ of } \frac{3}{8}}{\frac{2}{7} \text{ of } \frac{3}{4} + \frac{2}{21}} \div \dfrac{3\frac{3}{5}}{2\frac{2}{7}}$
3. A tradesman marks his goods 20% above cost price, and allows his customers 10% discount on their bills. What per cent. profit does he make ?

Geometry.

(First Year.)

1. Draw a direct common tangent to two circles. Give proof.
2. Inscribe a regular polygon of 9 sides in a given circle. Give proof.
3. Given a circle and two tangents to it. Construct a circle to touch both the circle and the tangents.

(Second Year.)

1. If two triangles have their sides proportional when taken in order, the triangles are equiangular to one another.
2. In a triangle ABC, XY, parallel to BC, cuts AB and AC at X and Y so that AX = 2·1″, AY = 1·4″, XY = 2·8″, BC = 6·4″. Calculate the length of AB and AC.
3. In a quadrilateral ABCD, the side AB and diagonal AC are of fixed length, B is a right angle. Find the locus of D if it moves so that the area of the quadrilateral is constant.

or, 3. (Trigonometry.) A ladder 40 feet long, leaning against a wall, makes an angle of 65° 10′ with the ground. How far up the wall does it reach ?

Algebra.

(First Year.)

1. Two sides of a rectangle differ in length by 5 feet. The area of the rectangle is 84 square feet. Find the dimensions.
2. Simplify : $\dfrac{6x^3 - 11x^2 + 3x}{8x^2 - 10x - 3} \times \dfrac{16x^3 - x}{9x^2 - 6x + 1} \div \dfrac{4x^3 - x^2}{3x - 1}$
3. Simplify : $\dfrac{1}{2(x+y)} + \dfrac{1}{2(x-y)} - \dfrac{x}{x^2 + y^2}$

(Second year.)

1. Solve : (1) graphically, (2) by formula, the equation,— $3x^2 - 8x - 3$.
2. Solve the equations: $\begin{cases} 2x + y = 3 \\ xy = -20 \end{cases}$
3. How many articles can be bought for half-a-crown if 12 more for the money lowers the price by $1\frac{1}{2}$d. the dozen ?

Art Studies.

VI. &V. 1. Describe, with a rough sketch of the composition, *The Adoration of the Magi*, by Filippino Lippi,

or, 1. Give a brief account of the work of Leonardo da Vinci, describing in detail one of his pictures,

2. "We differentiate between the Byzantine and Romanesque by principle of plan. Explain, quoting illustrations. Diagrams.

or, V., 1. Write a brief account of Giotto, stating where his principal works may be found. Give a detailed account of one you have studied.

2. "No other country bears such testimony as Egypt to the great *historical* value of architecture." Explain and illustrate. Diagrams.

Painting : Drawing.

1. Sketches in colour of three different vessels to hold water, that you consider beautiful.
2. Studies of (*a*), horses, *or*, (*b*), cats, in three positions.

Musical Appreciation.

What compositions of Beethoven have you heard this term? Write fully on one of them.

Reading. *

Father to choose an unseen (*a*), essay, (*b*), poem.

Music. *

Parents to report upon practical examination.

Singing. *

Father to choose an English, a French, and an Italian song.

Drill. *

Report progress.

Work. *

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 31st. Papers to be posted on Saturday, April 5th, *with no other enclosure.* Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (✳) to be marked on the *Parents' or Teacher's Report* according to Regulations. and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.